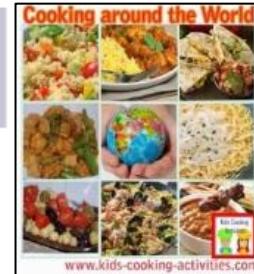


Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5 Humanities Topic	The Vikings and Anglo-Saxons 	Natural Disasters 	Greece and The Ancient Greeks 		Biomes – Different Countries, Different Plants 	Mexico and the Ancient Maya 
5 History	Pupils learn about the struggle for power when the Romans left Britain between the Anglo-Saxons and the Vikings. They place key events on a timeline and learn about Viking raids and the resistance shown by King Alfred the Great, resulting in Danelaw. Pupils also learn about how the Coppergate Excavations helped historians learn about life in Viking times.	Pupils find out about significant natural disasters and how they affected places in the past. They discuss how advancements in technology have changed the way that countries deal with a natural disaster and the affects it has on the population.	Pupils place 'Ancient Greece' on a timeline and look at how this fits with other ancient civilisations. They discover what historians can find out about Ancient Greece from artefacts and use various primary and secondary sources to draw conclusions about life in Ancient Greece. Pupils also find out about the Ancient Greeks as a civilised society by exploring their significant achievements and legacy. They explore how the Ancient Greeks defended themselves against other ancient civilisations and compare what life was like in the different city states of Athens and Sparta.			Pupils discover the Ancient Maya and their achievements as a civilised society. They explore Mayan beliefs and how historians can use artefacts and the ruins of ancient cities to find out about the life of the Ancient Maya.

5 Geography	Pupils explore the reasons that the Vikings wanted to invade and settle in Britain and what natural resources they could trade on their voyages. They also use maps and atlases to locate Viking land.	Pupils find out about the causes of natural disasters and different types of tectonic plate boundaries. They also explore how countries prepare for natural disasters and how they deal with the aftermath. They carry out fieldwork to investigate significant natural disasters and find out how this affected the population, land use and economy of the places involved.	Pupils use maps, atlases and globes to locate mainland Greece and its islands. They locate the surrounding countries and seas and compare maps from the empire of Alexander the Great to those of the present day. Pupils discover key human and physical features of the Greek archipelago and how the city states of Ancient Greece used mountains and the sea for protection from invasion and why they needed to be good sailors for trade.	Pupils learn about how the world is split into time zones and how lines of latitude and longitude are used to show location and time around the globe. They learn what biomes are and discover the climates, plants and animals that are found in different locations around the world. Pupils discover how adaptation allows animals and plants to survive in different biomes. Pupils use maps, atlases, globes and aerial photographs to explore these biomes.	Pupils use maps, atlases and globes to locate Mexico and its surrounding counties, seas and oceans. They explore the physical and human features of Mexico and discuss migration and why people may wish to move to and from Mexico, especially mass migration to the USA.
5 Science	Forces	Earth and Space	Properties and changes of materials	Living Things and their habitats – life cycles	Animals including humans – growing.

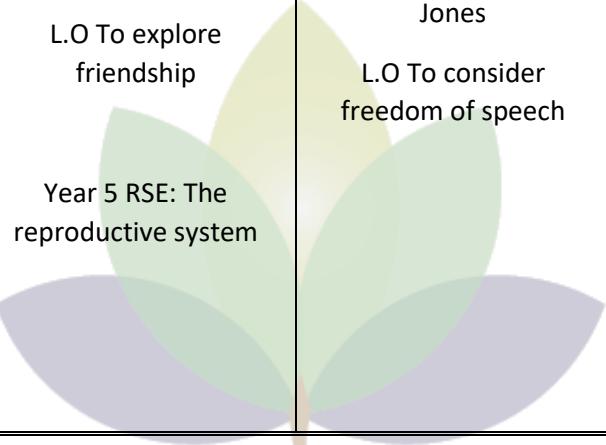
5 Art	<p>Painting – create a seascape using watercolours in the style of Janet Bell.</p> 	<p>Collage – create a photomontage about an important issue (Global Warming) in the style of Hannah Hoch.</p> 	<p>Sculpture – create a Greek-style pot using coiling and decorate using clay tools. Artist: Elisabeth Klay</p> 	<p>Printing – create a tile for collagraph printing. (Greek buildings)</p> 	<p>Textiles – create a Batik clothing pattern sample. Artists: Mary Patricia Deprez and Fern Chua</p> 	<p>Drawing – draw futuristic buildings. (Futurism) Artist: Antonio Sant-Elia</p> 
5 Design & Technology	<p>Viking Longship – design, make and evaluate a model Viking longship that can float, sail and carry passengers.</p> 	<p>Greek architecture – evaluate building designs and design a building, creating a prototype. How do columns provide a strong structure?</p> 	<p>Cooking – where does food come from that doesn't grow in the UK? How is it suited to be grown in these certain areas? (Biomes link)</p> <p>Make a main meal using world foods, exploring how certain ingredients influence the taste.</p> 			

5 R.E.	<p>58. Describe various forms of worship that happen in the Hindu Temple.</p> <p>59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</p> <p>60. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika.</p> <p>61. Describe how and suggest why Hindus celebrate Diwali and Holi.</p>	<p>47. Explain using key texts, (e.g. parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom.</p>	<p>50. Identify & understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.</p> <p>51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>52. Understand most Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance + will.</p> <p>55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</p> <p>56. Explain why the Qur'an is so important to most Muslims.</p>	<p>41. Identify ways Christians believe God is with them in hard times e.g: prayer; worship; peace. (Use e.gs from different traditions).</p> <p>44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation).</p> <p>49. Identify diverse expressions of Christian worship can reinforce faith & belief.</p>	<p>Free choice enquiry – What is peace?</p> <p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/nonreligious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints</p>	<p>66. Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <p>67. Compare & contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</p>
-----------	--	--	---	---	--	---

5 Computing	<p>E-Safety - We are responsible for our online actions (5.1) Computing - Word Processing (Y4)</p>	<p>E-Safety - We are protecting our online reputation (5.4) Computing - Scratch - Developing Games (Y5)</p>	<p>E-Safety - We are respectful of copyright (5.5) Computing - Online Safety (Y5)</p>
5 Music	<p></p> <p><u>LMT Unit 4, Year 5</u> <u>Music from Around the World</u></p> <p>To sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places. To perform simple chordal accompaniments to familiar songs. To play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave. To compose over a pentatonic scale with a drone, ostinato and melody. To listen to music from different times and places.</p> <p><u>Glockenspiels</u></p> <p>To perform with accuracy and expression, showing an understanding of the context of the music.</p> <p>To play with improved confidence and accuracy.</p> <p>To read and play from music notation.</p> <p><u>BBC TEN PIECES:</u></p>	<p></p> <p><u>LMT Unit 5, Year 5</u> <u>Improvising Colours</u></p> <ul style="list-style-type: none"> To learn some basic skills of musical improvisation through various games and exercises based around colour. To use rhythmic and melodic improvisations as a source for compositions completed in small groups. To perform by ear and explain how changes in performance affect mood, character and sense in improvised music. To identify and use melodies based around major and minor scales. <p><u>BBC TEN PIECES:</u></p> <p>'Ride of the Valkyries' from 'Die Walküre' by Richard Wagner. https://www.bbc.co.uk/teach/ten-pieces/classical-music-leonard-bernstein-mambo-west-side-story/zd9cscw</p> <p>'Bachianas brasileiras No. 2, The Little Train of the Caipira' (finale) by Heitor Villa-Lobos. https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</p>	<p></p> <p><u>LMT Unit 2, Year 5</u> <u>Samba</u></p> <p>To introduce pupils to Samba, a lively street and party music from Brazil, though Samba's roots are in Africa via the West African slave trade and African religious traditions, particularly of Angola and the Congo.</p> <p><u>BBC TEN PIECES:</u></p> <p>'Mambo' from Symphonic Dances from 'West Side Story' by Leonard Bernstein. https://www.bbc.co.uk/teach/ten-pieces/classical-music-leonard-bernstein-mambo-west-side-story/zd9cscw</p>

	<p>'Symphony' (finale) by Ravi Shankar. https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm</p> <p>'Enigma' Variations – Theme ('Enigma'), variations 11, 6 & 7 by Edward Elgar. https://www.bbc.co.uk/teach/ten-pieces/edward-elgar-enigma-variations-11-6-7/zhb3t39</p>					
5 French	<p>Revision - Greeting Conservations</p> <p>Verbs – Instructions</p> <p>Nouns – Animals</p> <p>Skills - To apply phonics and vocabulary knowledge to read and understand a story.</p>	<p>Revision – Body Parts</p> <p>Revision - Verbs – To be and To have</p> <p>Adjectives – hair type, hair colour, height.</p> <p>Skills - To understand increasingly detailed descriptions.</p>	<p>Revision – Adverbs 'voici'</p> <p>Nouns – Family Members</p> <p>Possessive Adjectives – My</p> <p>Skills - To write increasingly detailed descriptions.</p>	<p>Revision – Colours</p> <p>Nouns – Clothing</p> <p>Verb – To wear</p> <p>Skills - To be confident at applying adjective agreement.</p>	<p>Nouns – Sports</p> <p>Opinions</p> <p>Conjunction – because</p>	<p>Revision Skills – To learn about further French speaking countries.</p>
5 P.E.	<p>Outdoor: Football</p> <p>Indoor: Gymnastics</p>	<p>Outdoor: Netball</p> <p>Indoor: Dance</p>	<p>Outdoor: Tennis/Table Tennis</p> <p>Indoor: Gymnastics</p>	<p>Outdoor: Athletics -Field</p> <p>Indoor: Dance</p>	<p>Outdoor: Athletics -Track</p> <p>Indoor: Gymnastics</p>	<p>Outdoor: Rounders</p> <p>Indoor: Dance</p>

5 RSE/PSHE	<p>Year 5 PSHE: Kenny lives with Erica and Martina by Olly Pike L.O To consider consequences</p> <p>Year 5 RSE: Talking about puberty</p>	<p>Year 5 PSHE: How to heal a broken wing by Bob Graham L.O To recognise when someone needs help</p> <p>Year 5 Health and well-being: Legal and illegal drugs</p>	<p>Year 5 PSHE: The Girls by Lauren Ace L.O To explore friendship</p> <p>Year 5 RSE: The reproductive system</p>	<p>Year 5 PSHE: The only way is badger by Stella Jones L.O To consider freedom of speech</p>	<p>Year 5 PSHE: Mixed by Arree Chung L.O To consider responses to racist behaviour</p> <p>Year 5 RSE: Help and support</p>	<p>Year 5 PSHE: And Tango makes three by Justin Richardson L.O To exchange dialogue and express opinions</p>
---------------	---	---	--	--	--	--



The Dingle Primary School